

Teachers' Difficulties in Preparation and Implementation of Performance Task*

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Abstract

The aim of study is to determinate the difficulties of teachers in preparation and implementation of performance task. This study was carried out with 25 teachers (5 science and technology, 5 primary, 5 mathematic, 5 social science and 5 Turkish teachers) who working at elementary schools in Artvin. Sample of study is selected randomly. Case study research method was used in the study. Data gathered with interview, observation and documentary data collection tolls. Obtained data were analyzed with content analyses method. At the end of the study, it is ascertained that teachers do not determine appropriate topics for students' level and appropriate criteria for topics and have insufficient knowledge about how prepared rubrics. Besides, it is seen that teachers encounter some difficulties such as crowded classroom, insufficient time for assessment, insufficient learning environment and technological opportunity and they do not do objective assessment.

Key Words

Primary Teaching Curriculum, Measurement and Assessment, Alternative Assessment, Performance Assessment, Performance Task, Teachers' Difficulties.

Curriculum composed of four dimensions such as aim, content, organization of learning activities and evaluation (Demirel, 2008). While determining aims and contents of curriculum, it is benefited from educational philosophy and also as composing organization of learning activities of curriculum it is made use of educational psychology (Çepni & Çil, 2010). In Turkey, while behaviorist approach was considered in the past, now cognitive approach is adopted in curriculums (Çepni & Çil, 2010). It is seen that this preference is effective to changing of teaching methods and techniques in organizations of learning activities and measurement and assessment approaches in evaluations component of curriculums.

Measurement and assessment have important role that determine to development of students' cognitive,

ffective and psychometric skills, resolve to learning deficiencies of unsuccessful students and motivate to successful students (Semerci, 2007). Measurement and assessment is used different purpose in different phases of instructional activities. These assessment types are diagnostic assessment (Plüss, 2002; Wright, 2001), formative assessment (Bryant & Timmins, 2002; Metin & Birişçi, 2009; Metin & Özmen, 2010a) and summative assessment (Birgin, 2003; Plüss, 2002; Wright, 2001). Summative assessment have commonly used in education systems.

Summative assessment is sufficient that students are classified into successful or unsuccessful or determining whether students learn some knowledge and skills in units or not (Çalık, 2007). Validity of summative assessment which only assessed to students' outputs is reviewed together new curriculum

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and changing of learning approach is effected to changed measurement and assessment approach (Fourie & Van Niekerk, 2001).

New curriculum have been defended that opportunity of multi-type assessment is presented by students in order to demonstrating their' knowledge, skills and attitude (Milli Eğitim Bakanlığı [MEB], 2005). It is impossible that this situation is carried out by summative assessment. So, it is adopted to alternative assessment instead of summative assessment in the new curriculum. One of the differences of alternative assessment from summative assessment is the assessment of student performance. This mentions the importance of performance assessment.

Performance assessment tries to establish what students can do as district from what he/his knows (Mehrens, 1992). It focuses on doing something, not merely knowing, and on process as well as product (Linn & Gronlund, 2000). Performance assessments are defined as concrete and authentic tasks that require students to do something with their knowledge and skills, such as give a demonstration or presentation, or write a report (Nitko, 2004; Shavelson, 1994). It is expected that students produce a material or exhibit a performance. Samples of performance assessment are preparing product, writing a story, drawing a picture (Airasian, 2000; McMillan, 2007), presenting laboratory report and preparing a scientific project (Çepni et al., 2005).

Students learn independent thinking and not try to find an answer to question with performance assessment (Shepard, 1991). This assessment has some features as reliable, regarding performance, related to daily life, realistic and applicable (Spady & Marshall, 1991). It has been expressed that the performance assessment develops the students' writing and self-expressions skills (Airasian, 2001; Birgin, 2003; Çepni, 2007; Khattri, Reve, & Kane, 1998; Kubiszyn & Borich, 1993; Metin, 2008; Metin & Birişçi, 2010), inquiry skills (Khattri et al., 1998; Metin, 2008; Morgil, Cingör, Arda, Yavuz, & Oskay, 2004), presentation skills (Airasian, 2001; Çepni, 2007; Çepni et al., 2005; Kubiszyn & Borich, 1993; Metin & Birişçi, 2010). Besides, it provides problem solving (Baron, 1991; Çepni et al., 2005; Kim, 2005), science process (Airasian, 2001; Çepni et al., 2005; Morgil et al., 2004) and high level thinking skills of the students (Bransford, 1979; Çepni et al., 2005; Kutlu, Doğan, & Karakaya, 2008; Linn & Gronlund, 2000; Logan, 1996). Furthermore, it also reveals that the performance assessment is effective

for the teaching concepts (Çepni, 2007; Çepni et al., 2005; Metin, 2008; Morgil et al., 2004; Slater, 1996) and removes misconceptions.

When the studies related to performance assessment are investigated in literature, it is seen that these researches focus on theoretical knowledge of performance and portfolio assessment (Airasian, 2001; Baron, 1991; Birgin & Baki, 2007; Çepni, 2007; Çepni et al., 2005; Khattri et al., 1998; Kubiszyn & Borich, 1993; Kutlu et al., 2008; Linn & Gronlund, 2000), effects of portfolio on students' achievement and attitudes (Slater, 1996). Besides, there are studies related to effect of performance and portfolio assessment on students and teachers (Khattri et al., 1998; Metin, 2008; Morgil et al., 2004), and determining opinions of students and teachers on performance and portfolio assessment (Birgin, 2003, 2008; Korkmaz & Kaptan, 2005; Metin, 2011, 2012; Metin & Birişçi, 2011; Metin & Demiryürek, 2009).

In the contexts of these studies, although teachers' difficulty in implementation of performance assessment in the classroom is partially investigated, it is a need to studies related to investigating to difficulties of teachers in preparation and implementation of performance tasks. So, it is believed that this study provides important contributions to researcher studies on performance assessment.

The aim of study is to determinate teachers' difficulties in preparation and implementation of performance tasks. In accordance with this aim, the study specifically focuses on the following research questions:

- What are teachers' difficulties in preparation of performance tasks?
- What are teachers' difficulties in implementation of performance tasks?

Method

In this study having a descriptive feature, the systematic examination of the meanings occurred from the experiences of the researched individuals by using qualitative approach is aimed (Lincoln & Guba, 1985; Strauss & Corbin, 1998). Qualitative research is a method in which researchers examine subjects in their natural environment, make an effort to comment about it (Denzin & Lincol, 1998). In this study, case study method, one of the qualitative research methods was used. Data were gathered as three data collection tools which are semi-structured interview and observations and documentary analyses.

Sample

This study was carried out with 25 teachers working ten primary schools in Artvin. Universe of study is composed of 90 teachers as 30 primary, 15 science and technology, 16 mathematic, 14 social science and 15 Turkish teachers. Since there are only ten schools in Artvin, five of them having different social-economic levels are selected. Five teachers in different branches are randomly selected in each school. Sample of study consists of 12 men and 13 woman teachers. 5 of them are science and technology, 5 of them are primary, 5 of them are mathematic, 5 of them are social science and 5 of them are Turkish teachers.

Data Gathered Process

Firstly; the teachers in different branches selected from ten schools in Artvin were informed about the study and interviews were done with them in order to develop semi-structured interview forms used in the study. After developing the interview form, 25 teachers were interviewed with in different time. The interview was carried out in appropriate environment where they felt comfortable and explained without abstaining. Then, it was assessed 60 performance tasks developed by teachers. Lastly, five teachers in different branches and schools were observed by researcher in the classroom in order to determine difficulties of teachers in implementation of performance tasks. Moreover, the observation was completed in 20 hours.

Data Collection Tolls

Semi-structured interview and observations and documentary analyses was used as data collection tolls in this study.

Semi-structured Interview Form: While this form was developed, it was interviewed with five teachers who randomly selected to determinate difficulties of teachers in preparation and implementation of performance task. Each interview took 20 minutes. Semi-structural interview form was developed to make use of data from these interviews and examining many studies as Algan (2008), Çalık (2007), Kanatlı (2008), Karakuş and Kösa (2009), Metin and Birişçi (2011), Metin and Demiryürek (2009), Metin and Özmen (2009), Metin and Özmen (2010b), Metin and Özmen (2011) and Şenel (2008). Draft interview form was examined by experts in the field of language and measurement - assessment. After experts' exam-

ination, it was decided that five question related to research problems must be stayed in the interview form.

Rubric: Parts of performance task and features of these parts were investigated in national and international studies in order to develop rubric for assessing performance task prepared by teachers (Airasian, 2000, 2001; Alici, 2008; Bahar, Nartgün, Durmuş, & Bıçak, 2008; Çepni, 2007; Kutlu et al., 2008; Linn & Gronlund, 2000; Metin, 2010; Metin & Birişçi, 2010; Metin, Coşkun, & Birişçi, 2011). After investigating, it was decided that rubric consists of four dimensions such as describing, assignment, directive and method of scoring. This rubric was examined by experts in the field of language and measurement - assessment so as to provide content validity. Besides, similar criteria were classified into the same category to provide construct validity. Each criterion in rubric was assessed three categories such as "inappropriate", "partially appropriate" and "appropriate".

Semi-structured Observation Form: Observation form was prepared in order to provide easiness for researcher. While preparing the form, its suitability for suitable to study' aims, points by taking into consideration the implementing performance assessment in classroom was considered. Each criterion in the observation form was labeled "accomplished", "partially accomplished" and "unaccomplished" and a blank was left for researcher observer to write his opinions on application of teachers. This form was examined by experts in the field of language and academic staffs of education faculty. This observation form was revised according to experts' opinions.

Analyzing Interview: Data recorded from audiotape were transferred to transcripts by researcher. Thematic codes were composed by means of descriptive analyses. Besides, main categories and sub-codes were determined by content analyses. After researcher made content and descriptive analysis, main categories and sub-codes were compared and the ones with consensus and the ones with disagreement were discussed and necessary regulations were made. The reliability formula which formulates the reliability, as $\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$ was suggested by Miles and Huberman (1994) and this reliability was used for the research. The reliability was calculated as 89% at the result of calculation. If the reliability calculation exceeds 70%, this calculation can be accepted as reliable Miles and Huberman. The result obtained

was adopted as reliable. Besides, it was regarded that many sub-codes could be constituted from the replies of the teachers. It was taken into consideration that extra sub-codes might have been formed from the answers given by teachers. After researchers had formed main categories and sub-codes, frequency was kept about sub-codes. In the finding, main categories and sub-codes were displayed.

Analyzing Rubric: Researcher assessed the performance task prepared by teachers in different time according to rubric. According to rubric' criteria, performance tasks were graded as "appropriate", "partially appropriate" and "inappropriate". Frequencies, percentages and means of each criterion were displayed with tables below. The interval width of 1.00-1.66 showed insufficiency, the 1.67-2.33 intervals showed slightly medium level, the 2.34-3.00 intervals showed good level of agreement with the criteria on rubric.

Analyzing Observations: The observation' forms were composed by research in different time were examined so as to determine the frequencies of teachers' behaviors and repeated situations. Researcher's expressions in the section of observation note were transferred into transcripts. Then main themes were determined after investigating transcripts.

Results

In this study, findings obtained from different data collection tools were analyzed under two main categories including teachers' difficulties in preparation and implementation of performance task.

Teachers' Difficulties in Preparation of Performance Task

As a result of examination performance tasks prepared by teachers, it is seen that general means are 1.98 in part of the describing, 1.91 in part of the assignment, 1.87 in part of the directive and 1.71 in part of the scoring method. According to these means, it was found that the performance tasks developed by teachers are at medium level while taking into consideration the criteria in the describing, assignment, directive and method of scoring parts.

As a result of the interviews and document review, it was determined that the problems encountered when preparing the performance tasks are suitable to categorize under two main themes including the problems encountered while determining the

subjects of performance tasks and the assessment criteria about performance tasks and sub-themes that were created under the main themes.

1. Main Theme: Problems Encountered while Determining the Subjects of Performance Tasks: Teachers' opinions for the sub-themes are given below.

Not being able to Determine the Appropriate Subject for the Students' Level: It is seen that almost all of teachers have difficulties in determining the subject of performance tasks in semi-structured interview. A great majority of teachers stated that they had difficulty in "*determining appropriate subject for the students' level*". One of teachers expressed this idea as "*determining various subjects for all students in the performance tasks is impossible. In this respect, determining an appropriate subject appealing for all students and appropriate to their level is quite difficult. Although successful students can do subject of performance task, low-level students cannot do accurately (Math 3).*" As a result of document review, similarly, it was determined that teachers had difficulty in choosing the content of the performance tasks appropriately in describing part of performance tasks.

Not being able to Indicate Acquirements in Performance Task and Encourage Students for Subject: Another problem of teachers having difficulty in determining the subject of performance tasks is that they cannot decide how they should give performance task regarding acquirements of curriculum. One of the teachers described this opinion in interview this idea as "*... sometimes, giving research task is appropriate to acquirements in curriculum, sometimes, it is not appropriate. So, I cannot decide what kinds of performance task which I should give (Soc 5).*" Similar findings were obtained from document review. As a result of document review, it was determined that teachers have difficulty in informing on research subject or problem in performance task and explaining to encourage students for research.

Not being able to Prepare Performance Tasks for Different Subjects: It was understood from the teachers expressions that they generally prefer performance tasks examining similar features. One of the teachers expressed this opinion in interview as it is in the following italic form "*ordinarily, I give tasks that they are related to subjects on numbers, fractions and geometry to the students within the context of mathematics. I created these performance tasks according to examples provided by internet. I want to give different performance tasks for different subjects but I do not know accurately how to prepare performance task (Math 1).*"

Not being able to Decide the Performance Tasks Related to Which Acquirements in Curriculum:

Another problem of teachers having difficulty in determining the subject of performance tasks is that teachers cannot decide the performance task related to the acquirements in curriculum. One of the teachers stated this opinion in interview as in the following *"I cannot decide the performance task related to which acquirements as there are so many acquirements in Science and Technology lesson. For example, digestive system, excretory system and sense organs are referred about systems which are one of the subjects in the 7th grade, Science and Technology lesson. I cannot decide the performance task to which subjects in this unit (Sci 1)."* As a result of document review, similarly the teachers have difficulty in determining appropriate acquirement for the subject on performance task.

2. Main Theme: Problems Encountered While Determining the Assessment Criteria on the Performance Task: Teachers' opinions for sub-themes are given below.

Not being able to Determine Appropriate Assessment Criteria for the Subject:

Determining appropriate criteria expected to be done by students is important for an effective performance task. It was determined that teachers have difficulty in determining the appropriate assessment criteria for subject. One of the teachers expressed this opinion as in the following sentences *"I think that determining the appropriate assessment criteria is the most difficult part in preparing performance tasks. I determine a subject in performance tasks but I cannot decide what criteria I should bear in mind when assessing the prepared performance tasks for this subject (Soc 2)."* As a result of document review, teachers' opinions are corroborated. It is seen that teachers have difficulty in preparing observable criteria in the rubric, explaining to students required qualifications, how to grade the criteria. Thus, they are not able to be successful under these circumstances.

Not Knowing to Paying Attention to What, While Determining the Assessment Criteria:

Qualified assessment criteria of performance are important for students for guidance, at the same time it is important for assessment of the students' performance. In this respect, teachers should know how to prepare assessment criteria. It was determined that teachers could not know paying attention to what, while preparing assessment criteria. One of the teachers asserted this opinion as it is *"There are principal main themes in Turkish lesson. In context of these themes, what is expected from students is revealed. In*

deference to these specifications, I state my assessment criteria. I do not know whether my assessment criteria are appropriate for assessment criteria of performance or not (Turk 1)." As a result of document review, it is seen that teachers have difficulty in determining the assessment criteria.

Not Knowing How to Prepare to Rubric: One of the difficulties of teachers while preparing performance tasks is not being able to reach to rubric. A teacher expresses his/her ideas as it is *"It is said that we should give performance tasks to students. I cannot find model implementations about how to assess these tasks and how to give a performance task (Class 1)."* As a result of document review, it is seen that teachers have insufficient knowledge about explanation of the performance extent, level and regulation of criteria.

Not being able to Find Prepared Rubric: Teachers are obliged to develop an assessment instrument since they cannot find rubric sample from books or internet. In this case, whether teachers have adequate knowledge about how to develop a rubric or not is important. As a result of interview, it was determined that a grade majority of teachers had difficulty in preparing rubric. One of the teachers described this case as in the following *"I should improve myself as I cannot find rubric sample which is expected to be given to the students form books or internet. I do not know how to develop the rubric. So I am trying to develop it myself (Math 5)."*

The Teachers' Difficulties in Implementation of Performance Tasks

As a result of interviews and document review, two main themes were determined as problems encountered while assessing performance task and implementation of performance tasks in class and sub-themes that were created under these main themes.

1. Main Theme: Problems Encountered While Implementation of Performance Tasks in Class: Teachers' opinions for sub-themes are given below.

Crowded Class: One of teachers' problems is to have outrageous number of students in the classroom as most of them are trying to implement the performance tasks in class. One of the teachers described this case with his/her own words *"It is wanted from us to give the performance tasks to students and assess them in the classroom environment. But since the size of the classroom is too big, the implementation of performance tasks cannot be applied properly (Math, 5)."* It is found that classroom size consists of 25–30 students

from the results of observation. Although the number of students in the class is not crowded, teachers have to implement to at least 75 or 100 students because of the fact that branch teachers attend to two or three different classes. This case results in the emergence of the idea from the teachers that they would implement the performance tasks to a crowded student group.

Using too Many Forms and not Having Enough Time: It was noticed that enlargement of the classroom size prevents teachers from implementing the performance tasks exactly and they cannot do what they want to do due to the time lag. Also at the end of each performance task, it is expected that assessment scales related to this task are filled by students and teachers. It appears that this situation prevents the teachers from applying the performance tasks in class. One of the teachers described this as in the following expression “*while assessing performance, we are wanted to use so many scales to evaluate the students. This is an exaggerated situation. we are using at least three scales for a student (Class, 3).*”

The Lack of Physical Environment and Technological Facilities: When some of the teachers implement performance tasks in the classroom; teachers indicate that they have problems including the crowded classroom, and lack of time as well as the lack of physical environment and technological facilities in schools to apply the performance tasks. One of the teachers states this case as it is “*Performance tasks cannot be applied exactly because of some reasons such as; crowded class, insufficient time for applications, not having the necessary physical equipment for performing activities in class and unsuitable learning environments (Sci, 3).*” Observation notes support this finding.

The Low-level Students and not Understanding What is Expected from the Students: Implementing the performance tasks in the classroom by teachers is directly related to the students' levels and features. Many teachers state that they cannot implement performance tasks in classroom as the students have low levels and they do not understand exactly what is expected of them. One of the teachers stated this as in the following sentence “*I give a subject on social sciences to the students so as to research and present it in lesson...but students bring me everything that they find on the internet. They do not understand what I expect from them and what they should do (Soc, 4).*” researcher' notes from observation and interviews support this finding.

Doing Students' Homework by Parents: Another problem of the teachers is that the parents perform performance task given to the students as homework.

One of the teachers revealed this case with his/her words given below “*I gave the students a performance task related to coordinate planet. I saw that the majority of the students' drawings done by them require mastery of the drawings. Doing these drawings by my students is impossible. It is obvious that these drawings had been done by their parents (Math, 1).*” Also, researchers' notes support this finding.

2. Main Theme: The Problems Encountered While Assessing the Performance Tasks: Teachers' opinions for sub-themes are given below.

Taking Long Time for the Assessment and Incorrect Determination of Performance Task: The vast majority of teachers assert that the main problem they face is to need long time for the assessment of performance tasks while applying them. It is seen that teachers who perform education activities in crowded classroom emphasize this problem. One of the teachers revealed this as in the italic form “*I attend five different classes in school. Each class has about 30 students and this situation displays that I should assess at least 150 students' performance tasks. Analyzing and assessing these performance tasks take lot of time of mine (Math, 3).*” Also, researchers' observation notes support this finding.

Not being able to Assess Objectively and Giving Undeserved Notes to the Students: Having crowded classes and assessing the prepared performance tasks done by students take long time. As a result of this teachers cannot assess performance tasks objectively. Accordingly, one of the teachers stated that “*when we assess the performance tasks, we have to give a high mark to the students even if they give us homework that we do not want from them. I do not think that I assess objectively, while assessing the performance tasks.*” As a result of the observations, it is seen that teachers cannot determine the assessment criteria. Due to this case students cannot understand *what teachers expect from them and what they should do* and performance homework is not up to grade.

Not being able to Assess Students' Performance Appropriately and Lack of Knowledge about Performance Assessment: It is very important to assess the performance tasks prepared by the students objectively and know how to convert their performance tasks into grade so as to give them the grades they deserved. As a result of the interviews, it is found that a great majority of teachers accepted that they do not know how to convert the performance tasks into grade. One of the teachers mentions it as in the following expression “*I give some performance tasks to the students during the lesson. I do not know how to assess these performance*

tasks and convert them into the mark (Class, 4)." As a result of the observations, it is seen that teachers do not have enough knowledge about performance assessment, applying performance tasks in classroom and performance tools. When analyzing the performance tasks given to the students, it was seen that teachers did not consider ordinary features. As a result of this students cannot do performance tasks very well and continue asking questions to their teachers about the task.

Problem Encountered While Interfering the Students and Classroom Environment: To doubt that the teachers have the most important role for the implementation of performance tasks in classroom. Teachers are to interfere the students and learning environment when needed in order to assess performance tasks effectively. As a result of observations, it is understood that teachers cannot interfere the students and learning environment effectively while implementing the performance tasks. In addition to this, it was seen that teachers did not have willing to motivate the students. Also, teachers did not give feedbacks to the students about their previously prepared performance tasks in order to see which part is missing or what should be developed.

Discussion and Conclusions

Results of this study were collected two categories as difficulties of teachers in preparation of performance task and difficulties of teachers in implementation of performance task.

Teachers' Difficulties in Preparation of Performance Task

One of the most issues encountered teachers is not determinate topic of appropriate performance task to students' levels. In consequence of investigating performance task developed by teachers, it was seen that teachers were not specify to content of performance task. Similar result was seen observation activities in the classroom. This result was supported by Metin and Özmen (2009) and Metin and Özmen (2010b). This condition is results from that teachers do not understood to logic of performance assessment and relationship between curriculum and performance task.

Others results of the study are how to prepared performance task regarding acquirements in curriculum and teachers do not decide the performance task subject related to acquirements. These results are similar to results obtained

observations and documentary analyses. It was understood from these results that while performance task was developed by teachers, they were not considered to curriculum. It is said that aims of performance task are decided and relationship between the aims and acquirements of curriculum are determined in order to using performance assessment effectively by Airasian (2001), Çepni (2007), Kutlu et al. (2008) and Linn and Grounload (2000). It is thought that this condition is results from teachers having insufficiency knowledge about performance tasks related to acquirements in curriculum. Hence, teachers need to be trained about performance assessment. But many researchers were dictated that in-service training program coordinated for teachers were not useful (Acat & Demir, 2007; Ayas et al., 2007; Çimer, Çakır, & Çimer, 2010). So, it is possible that teacher do not prepare appropriately the performance task regarding acquirements of curriculum.

It is determined that teachers have difficulty in preparation of performance task related to different topics. It think teachers encounter the problems because of not being given knowledge about types and features of performance assessment in course books and curriculum and having difficulty in finding performance task regarding to different topics on the internet and the other resources. This result was supported by Algan (2008) and Metin (2010). Not preparing performance tasks effectively is an important factor for the teachers who cannot find material related to the performance tasks. When the prepared performance task by teachers and observation' notes were investigated it was seen that teachers had difficulties in the expression of giving knowledge about research topics and problems, doing explanations to encourage the students to have eager for research topics. It is important to do necessary explanations in part of the performance tasks so as to encourage the student to be willing to do the performance task given and motivate him/her for the lesson (Airasian, 2001; Kutlu et al., 2008; Metin & Özmen, 2010b).

Another problem of teachers is that they cannot determine appropriate assessment criteria regarding to the topic while preparing performance tasks. Teachers generally think that performance criteria related to the assessment of the performance task are only used to grade the students. But it was revealed by several researchers that performance criteria are used to guide the students and teachers and give them knowledge about how to make an assessment and let the students learn to do their self-assessment

(Airasian, 2001; Alıcı, 2008; Bahar et al., 2006; Çepni, 2007). Besides it is important that performance criteria are determined in order to assess the students effectively and it is emphasized that determining performance criteria increases the validity and reliability of assessment by Airasian (2001), Linn and Grounlud (2000) and Taylor (2003). It concluded that performance criteria should not be determined by teachers since they do not have enough theoretically knowledge about performance assessment. This result was supported by Algan (2008), Çalık (2007), Erdemir (2007), Kanatlı (2008), Karakuş and Kösa (2009), Metin and Birişçi (2011), Metin and Demiryürek (2009), Metin and Özmen (2009; 2010b; 2011) and Şenel (2008).

It was seen that teachers have insufficient knowledge about how rubric can be prepared and cannot find rubric related to task topics. These results were found out when the prepared performance tasks by teachers were examined. These results were supported by Adanalı (2008), Algan (2008), Anıl and Acat (2008), Erdal (2007) and, Metin and Birişçi (2011). These researchers revealed that teachers had not prepared the performance task themselves but made use of the previously designed performance tasks. Besides teacher have inadequate knowledge about rubric and this rubric is merely used in the classroom.

Teachers' Difficulties in Implementation of Performance Task

The most issues encountered by the teachers are not having sufficient time and crowded classroom. Teachers asserted they had to spend too much time while implementing the performance task and thus, they could not apply the performance tasks in the classroom effectively. These expressions of teachers were supported by Algan (2008), Çalık (2007), Erdemir (2007), Gelbal and Kelecioğlu (2007), Kanatlı (2008), Karakuş and Kösa (2009), Metin and Demiryürek (2009), Şenel (2008), Yücel, Karaman, Batur, Başer, and Karataş (2006).

Teachers expressed that physical and technologic opportunities for the implementation of performance assessment in the classroom were insufficient. Results of observations carried out by researchers displayed that teachers did not arrange the equipments and technological materials in order to implement the performance tasks effectively. These results were similar to the studies of Acat and Demir (2007), Çalık (2007), Güven and Eskitürk (2007), Metin and Demiryürek (2009). Although, schools have enough amounts of equipments and

technological materials, teachers cannot use them because of their insufficient knowledge and negative opinions about using them (Akbaba & Kurubacak, 1999; Akkoyunlu, 1998; Birişçi, Metin, & Demiryürek, 2011).

Teachers dictated that using too many forms in assessment of the performance tasks made it difficult to implement the performance tasks in the classroom. Although, teachers said that there were too many forms such as rubric, self and peer-assessment forms, they only used rubric leastwise in the classroom. Teachers do not use the self and peer assessment forms in the classroom because of bias on them. The result was supported by Acat and Demir (2007), Adanalı (2008), Algan (2008), Güven and Eskitürk (2007), Kanatlı (2008), Karakuş and Kösa (2009), Metin (2010) and Metin and Demiryürek (2009).

Teachers expressed that they did not implement the performance task as the students' grade level was very low and students did not come through. According to observations and documentary analyses, teachers did not implement the performance task effectively because of giving performance task above students' level, determining far and wide performance tasks topics, inappropriate and complex performance criteria given to the students. It was understood that students did not have enough knowledge about what is expected from them since the teacher did not determine appropriate performance criteria. Besides it was seen that teachers did not do any explanations about the performance task to the students and they were not given feedback on their done performance tasks. Many researchers revealed that feedbacks are very important factors for the implementing of performance assessment effectively (Airasian, 2001; Metin, 2010), increasing the students' achievement (Metin & Birişçi, 2009), their motivations (Assessment for Learning Assessment Reform Group, 2002; Metin & Özmen, 2010a) and showing the right ways to the students and teachers (Bell & Bronwen, 2001; Brookhart, 2001).

It was seen that teachers were complained that assessment of students were take a long time because of crowded classroom, objective assessment were unexecuted and students was given undeserved high mark. Birgin (2003), Çepni (2007), Kutlu et al. (2008), Linn and Gronlund (2000), and Metin (2008) were explained that of performance assessment had some disadvantages such as consuming much time, decreasing the validity and reliability of assessment results.

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